

EQ and the Bottom Line:

Emotional Intelligence Increases Individual Occupational Performance, Leadership and Organisational Productivity

Geetu Bharwaney, Reuven Bar-On and Adèle MacKinlay





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Overview

The primary objective of this paper is to show that the development of emotional intelligence increases occupational performance, leadership and organisational productivity.

We will briefly explain what emotional intelligence (EI) is, how it is measured, why it is important and how best to apply it in the workplace to maximise organisational productivity. Studies will be described that demonstrate the bottom line impact of EI interventions, and a case study will be presented to illustrate the design, business relevance and impact of a specific organisational intervention.

This paper is written specifically for HR professionals so that they will be better informed and, thus, feel more confident in influencing key stakeholders in the implementation of EI programmes, processes and interventions.

Section I: The Emergence, Definition and Measurement of Emotional Intelligence

This section of the paper introduces the emergence, definition and measurement of the concept of emotional intelligence (EI). The Bar-On model will be explained as a key approach to defining, describing and measuring this concept. This section is designed to 'whet the appetite' of those who are new to the field of emotional intelligence, while the seasoned EI practitioners will find it to be a helpful refresher.

I. The emergence of emotional intelligence

Emotional intelligence (EI) has become a very popular topic since the publication of a bestseller by the same name in October 1995 [Goleman]. Although the construct of emotional intelligence is not new, its application in the workplace, designed to increase individual performance and organisational productivity, has begun at a rather frenzied pace during the past decade. The precursors of these efforts extend back to the post Second World War era with extensive surveys conducted by the United States Office of Personnel Management and with the pioneering work of David McClelland at Harvard University that focused on the importance of emotionally and socially intelligent behaviour among managers.

Despite the heightened level of interest in this 'new' idea, scholars have actually been studying this construct for the greater part of the twentieth century, and its historical roots can be traced back to the nineteenth century [Darwin, 1872/1965]. In contrast to these scholarly efforts, many recent articles in the popular HR and business press have served to dilute the importance and relevance of emotional intelligence. Additionally, there are very few sources of information which have attempted to bring together a wide range of pertinent EI business data that is directly applicable in the workplace. This paper is a response to the scarcity of practical EI knowledge and is hoped to start reversing this unfortunate situation.

The next section of this paper defines EI and presents a scientific approach to describing and measuring it. We will then present a number of key findings that demonstrate why this construct is especially important and valuable in the workplace. The studies discussed will provide empirical evidence of the bottom-line impact of EI interventions.

2. Defining and measuring emotional intelligence

In the 'post-Thorndikean modern' period, the efforts to define and eventually measure this construct began with the work of Gardner on alternative forms of intelligence [1983], continued with Bar-On's idea of an "EQ" that began during the same period, and became very focused with Salovey and Mayer's seminal publication on "emotional intelligence" [1990] followed by Goleman bestseller that publicised this whole area [1995]. During the past decade in particular, significant research activity has focused on addressing the question of how best to define and measure EI. Various approaches have been proposed, and a number of different conceptualisations of this construct have appeared, creating

some degree of confusion regarding the best way to define, measure and apply emotional intelligence. To help clarify this situation, the *Encyclopedia of Applied Psychology* [Spielberger, 2004] suggests that there are currently three major EI models:

- a) the Bar-On model [1997b] which describes this construct as an array of interrelated emotional and social competencies, skills and facilitators that impact intelligent behaviour, measured by self-report [Bar-On, 1997a] as well as multi-rater or what is also referred to as 360-degree assessment [Bar-On & Handley, 2003a, 2003b];

Table I

The scales of the three most popularly used measures of emotional intelligence, designed to assess this construct by self-report (the *EQ-i™*), multi-rater (*ECI*) and ability-based evaluation (*MSCEIT*)

EQ-i™	ECI	MSCEIT
INTRAPERSONAL	SELF-AWARENESS	PERCEIVING EMOTIONS
Self-Regard	Emotional Self-Awareness	Faces
Emotional Self-Awareness	Accurate Self-Assessment	Pictures
Assertiveness	Self-Confidence	FACILITATING EMOTIONS
Independence	SELF-MANAGEMENT	Facilitation
Self-Actualization	Emotional Self-Control	Sensations
INTERPERSONAL	Transparency	UNDERSTANDING EMOTIONS
Empathy	Adaptability	Changes
Social Responsibility	Achievement Orientation	Blends
Interpersonal Relationship	Initiative	MANAGING EMOTIONS
STRESS MANAGEMENT	Optimism	Emotion Management
Stress Tolerance	SOCIAL AWARENESS	Emotional Relationships
Impulse Control	Empathy	
ADAPTABILITY	Organizational Awareness	
Flexibility	Service Orientation	
Reality Testing	RELATIONSHIP MANAGEMENT	
Problem Solving	Developing Others	
GENERAL MOOD	Inspirational Leadership	
Optimism	Change Catalyst	
Happiness	Influence	
	Conflict Management	
	Teamwork and Collaboration	

- b) the Goleman model [1998] which views it as an assortment of competencies and skills that contribute specifically to managerial performance, measured by multi-rater assessment [Boyatzis, Goleman & HayGroup, 2001]; and,
- c) the Mayer-Salovey model [1997] which defines emotional intelligence as the ability to perceive, understand, manage and use emotions to facilitate thinking, measured by an ability-based measure [Mayer, Salovey & Caruso, 2002].

The scales of these three EI measures are listed in Table 1 to provide the reader with a quick overview of the various aspects of emotional intelligence that are being measured with these instruments.

The above three instruments, and the specific aspects of emotional intelligence that they measure, are described further and critiqued by Bharwaney [2007, pp. 47-55, 157-164]; in the same source, she compares them with other available EI instruments that are also described in detail.

In selecting a particular definition or measure of emotional intelligence, HR professionals are strongly advised to ensure that it meets all the important criteria and be 'fit for purpose' (i.e. that the instrument in question was, for example,

standardised for use on a substantially large and representative sample of the local population with respect to age, gender, ethnic and socio-economic considerations as well as considered to be both a reliable and valid measure of emotional intelligence based on acceptable face, content, factorial, construct and predictive validity). Appendix A describes these important psychometric criteria in detail to help the HR professional better understand the desired properties and features when selecting an applicable EI definition and measure. Such detailed information on the psychometric properties of EI measures can be found in the most recent edition of *Buros Mental Measurement Yearbook* as well as in publications that focus primarily on EI measurement such as Glenn Geher's *Measuring Emotional Intelligence* [2004] and Van Rooy's recent review of prominent EI measures [2007]. The rough 'rule of thumb' is to select the EI measure with the strongest psychometric properties.

For the purpose of this paper, we have decided to use the Bar-On model for defining and measuring EI, because it represents one of the most valid, comprehensive and applicable conceptual and psychometric models currently available [e.g., Bar-On, 2004, 2006; Plake & Impara, 1999, 2001; Van Rooy & Viswesvaran, 2007].

3. The Bar-On model of emotional intelligence

According to the Bar-On model, *emotional-social intelligence is an array of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressure.*

The emotional and social competencies, skills and facilitators referred to in this definition are grouped into five major factorial components with each comprising a number of closely related competencies, skills and facilitators (15 in all) that are described in Table 2 below; these five composite factors and 15 subfactors are measured by the *BarOn Emotional Quotient Inventory (or EQ-i™)*.

To better understand the Bar-On model of emotional-social intelligence and how it was developed, it is important to describe the *BarOn Emotional Quotient Inventory (EQ-i™)* which has played an instrumental

role in developing this model. For the purpose of this discussion, it is also helpful to stress that the Bar-On model is operationalised by the *EQ-i™* and that the *EQ-i™* is an operationalisation of this conceptual model. The *EQ-i™* is a self-report measure of emotionally and socially intelligent behaviour that provides an estimate of emotional-social intelligence.

The *EQ-i™* contains 133 items in the form of short sentences and has a 5-point response scale with a textual response format ranging from "very seldom or not true of me" (1) to "very often true of me or true of me" (5). A list of the inventory's items is found in the instrument's technical manual [Bar-On, 1997b]. The *EQ-i™* is suitable for individuals 17 years of age and older and takes approximately 40 minutes to complete. There are also 125- and 51-item short versions of this instrument as well as 60- and 30-item youth versions (the *EQ-i:YV™*), which is applicable from 7 to 18 years of age and takes approximately 15 minutes to complete [Bar-On & Parker, 2000].

Table 2

The BarOn EQ-i™ scales and subscales and what they assess

EQ-i™ Scales	The EI Competencies and Skills Assessed by Each Scale
INTRAPERSONAL	Self-awareness and self-expression:
Self-Regard	To accurately perceive, understand and accept oneself.
Emotional Self-Awareness	To be aware of and understand one's emotions.
Assertiveness	To effectively and constructively express one's feelings and oneself.
Independence	To be self-reliant and free of emotional dependency on others.
Self-Actualization	To strive to achieve personal goals and actualize one's potential.
INTERPERSONAL	Social awareness and interpersonal relationship:
Empathy	To be aware of and understand how others feel.
Social Responsibility	To identify with one's social group and cooperate with others.
Interpersonal Relationship	To establish mutually satisfying relationships and relate well with others.
STRESS MANAGEMENT	Emotional management and control:
Stress Tolerance	To effectively and constructively manage emotions.
Impulse Control	To effectively and constructively control emotions.
ADAPTABILITY	Change management:
Reality-Testing	To objectively validate one's feelings and thinking with external reality.
Flexibility	To adapt and adjust one's feelings and thinking to new situations.
Problem-Solving	To effectively solve problems of a personal and interpersonal nature.
GENERAL MOOD	Self-motivation:
Optimism	To be positive and look at the brighter side of life.
Happiness	To feel content with oneself, others and life in general.

The individual's responses render a total EQ score and scores on the 5 composite scales and 15 sub-scales listed in Table 2. Scores are computer-generated, and raw scores are automatically tabulated and converted into standard scores based on a mean of 100 and standard deviations of 15, which makes it possible to compare the respondent with others from the same population irrespective of age and gender based on the norms that were created for the various age/gender groups who completed the *EQ-i™* when it was standardised for use. This scoring process, with the mean score adjusted to 100, resembles IQ (Intelligence Quotient) scores which was Bar-On's intention when he coined the term "EQ" ("Emotional Quotient"). Average to above average EQ scores on the *EQ-i™* suggest that the respondent is effective in emotional and social functioning. The higher the scores, the more positive the prediction for effective functioning in meeting daily demands and challenges. On the other hand, low EQ scores suggest an inability to be effective and the possible existence of emotional, social and/or behavioural problems.

The *EQ-i™* has a built-in correction factor that automatically adjusts the scale scores based on scores obtained from two of the instrument's validity indices (Positive Impression and Negative Impression). This is a very important feature for self-report measures, because it reduces the potentially distorting effects of those respondents who try to 'fake good' for example, and thereby increases the accuracy of the overall results. In addition to these two validity scales, this EI instrument also has an Inconsistency Index which identifies the degree to which a respondent may be responding in a haphazard fashion bringing the validity of the scores into question.

The *EQ-i™* was the first EI measure to be published by a psychological test publisher [Bar-On, 1997a] and the first such measure to be peer-reviewed in the *Buros Mental Measurement Yearbook* [Plake & Impara, 1999]. The youth version of this measure, the *EQ-i™:YV*, was recommended for use in

schools nationwide in Britain based on the recommendations of researchers at the University of Oxford, who reviewed 59 such instruments over a two-year period [based on personal communication in 2002 between the researchers and two of the co-authors of this paper]. It is the most widely used measure of emotional-social intelligence to date [Bar-On, 2004]; and the publisher has recently revealed to one of the co-authors that approximately half a million tests have been completed worldwide over the past seven years alone.

The *EQ-i™* has been standardised for use in many countries. It has been translated into more than 30 languages, and data have been collected from a wide variety of settings around world. Being developed over a period of 17 years and examined in a large number of validity studies conducted on tens of thousands of individuals, this instrument has the most extensive empirical underpinnings of all available EI instruments. Moreover, it has been cross-culturally validated in many countries and on various socio-economic levels based on large and diverse population samples worldwide.

Appendices B, C and D contain summarised research findings on the instrument's reliability, construct validity and predictive validity respectively. These findings indicate that the *EQ-i™* is a reliable and valid measure of emotional-social intelligence (i.e. it is consistent, stable over time, measures what it was designed to measure, and predicts a wide variety of human behaviour and activity). A more detailed description of how it was developed and its psychometric properties is found in the *Bar-On EQ-i Technical Manual* [Bar-On, 1997b], *Buros Mental Measurement Yearbook* [Plake & Impara, 1999] and in Glenn Geher's recent book titled *Measuring Emotional Intelligence* [2004].

Section 2:

The Empirically Based Evidence for Applying Emotional Intelligence in the Workplace

This section of the paper provides a summary of studies that empirically make the business case for EI. These studies, which were conducted in a variety of organisational settings, are described and quantify the impact of EI interventions on occupational performance, leadership and organisational productivity.

1. The impact of EI on occupational performance

In a number of studies that have been summarised over the past decade [e.g., Bar-On, 1997b, 2004, 2006a, 2006b; Bar-On, Handley & Fund, 2006; Handley, 1997; Ruderman & Bar-On, 2003], the *EQ-i*TM has shown that there is a highly significant relationship between emotional intelligence and occupational performance. The average predictive validity for these studies is .55, meaning that approximately 30% of occupational performance is based on EI as described by the Bar-On model; and when leadership is examined separately from general occupational performance, this figure increases to about 67% meaning that two-thirds of leadership is dependent upon EI [Bar-On, 2006a].

In the first known study that directly examined the relationship between EI and occupational performance, the *EQ-i*TM scores of 1,171 US Air Force recruiters (USAF) were compared with their ability to meet annual recruitment quotas [Handley, 1997;

Bar-On et al., 2006]. Based on USAF criteria, they were divided into those who were able to meet at least 100% of their annual quota ("high performers") and those who met less than 80% ("low performers"), representing a very robust method of assessing occupational performance. A discriminant function analysis indicated that *EQ-i*TM scores were able to fairly accurately identify high and low performers, demonstrating that the relationship between EI and occupational performance is high (.53) based on the sample studied. Prior to 1996, it was costing the USAF approximately three million dollars for an average 100 mismatches a year. After one year of combining pre-employment EI screening with interviewing and comparing *EQ-i*TM scores with the model for successful recruiters, they increased their ability to predict successful recruiters by nearly threefold, reduced first-year turnover due to mismatches and cut their financial losses by approximately 92% dramatically impacting their bottom line. Based on these results, the US General Accounting Office submitted a Congressional Report to the Senate Committee on Armed Services praising the USAF's use of EI screening which was based on the *EQ-i*TM [United States General Accounting Office, 1998].

The results generated by the *EQ-i*TM compare quite favourably with those generated by other EI measures in predicting occupational performance. For example, the correlation between the *MSCEIT* and occupational performance range between .22 and .46 [Brackett & Salovey, 2004].

A consensus of findings in the studies summarised to date using the *EQ-i*TM indicate that the most powerful EI contributors to occupational performance are:

- a) the ability to be aware of and accept oneself;
- b) the ability to be aware of others' feelings, concerns and needs;
- c) the ability to manage emotions;
- d) the ability to be realistic and put things in correct perspective; and,
- e) the ability to have a positive disposition and outlook on life.

EI profiles based on this type of information are increasingly applied in selection, training, leadership development and succession planning worldwide. This approach increases the chances of employing and developing higher performing employees who collectively tend to increase organisational productivity.

2. The impact of EI on leadership

This section describes four fascinating studies that examine the impact of EI on leadership [Bar-On, 2004; Bar-On et al., 2006; Slaski & Cartwright, 2002]. These studies are presented here to illustrate the unequivocal importance of this construct for the corporate world.

In the first study [Bar-On et al., 2006], 1,096 male recruits in the Israeli Defense Forces (IDF) were asked to "choose those people in your unit who are most suitable for a leadership role." Those who were identified by their peers as having leadership potential (n=536) were requested to complete the *EQ-i*TM. A total score for "leadership potential" was created by calculating the number of times a recruit was nominated by his peers for possessing this particular attribute. Discriminant function analysis was applied to the data to see if *EQ-i*TM scores could distinguish between recruits with the highest and lowest ratings for peer-perceived leadership potential. The results indicated that there is indeed a statistically significant correlation between EI and leadership potential (.39). Additionally, the findings

suggested that the EI model that best identifies leadership potential in this specific sample comprises the following emotional and social factors: Self-Regard, Empathy, Stress Tolerance, Reality Testing, and Flexibility. This means that those individuals who possessed high levels of these particular EI factors were perceived as having high leadership potential.

In a second study [Bar-On et al., 2006], 470 officer trainees in the Israeli Defense Forces (IDF) were compared with a randomly selected group of 470 recruits from the same sample (n=2,513). This was thought to represent a more robust approach to identifying leadership potential than the approach used in the previous study, because a group of IDF recruits who were actually enrolled in officer training were being compared with a group of recruits who did not meet the minimum requirements for officer training, did not pass the psychological screening required or did not express a desire to be officers. It was found that the mean score for the officer trainees was significantly higher than that of the enlisted men: 108 versus 100 respectively ($t=9.60$, $p<.001$). Discriminant function analysis was then applied to the data to see if it could distinguish between the two groups. The results once again indicated that EI can predict leadership potential and that the two entities are significantly related (.49). Additionally, the best EI predictors of leadership appear to be the following competences, skills and facilitators: Self-Regard, Emotional Self-Awareness, Independence, Empathy, Interpersonal Relationship, Stress Tolerance, Reality Testing, Problem Solving, and Happiness. Based on the classification matrix of the statistical application used, the ability of this model to predict leadership potential is 69% accurate. This means, moreover, that approximately 7 out of 10 potentially successful candidates for officer training could be identified using this model.

One of the most informative studies that examined the relationship between EI and leadership was conducted at the Center for Creative Leadership (CCL) in the United States [Ruderman & Bar-On, 2003]. In this landmark study, 300 executives originally agreed to participate by completing the *EQ-i*TM.

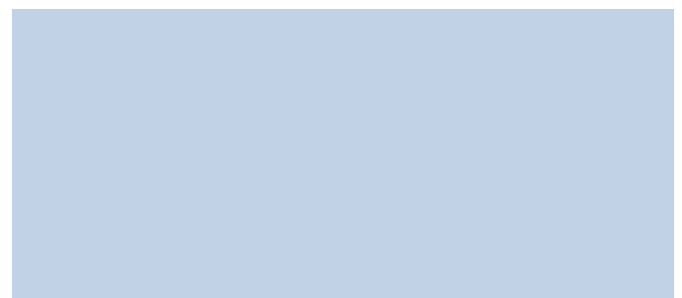
Complete data were obtained for 236 participants after four extreme outliers were excluded from the sample. This sample included 175 men and 61 women. These individuals represented executives working in a variety of different leadership positions in various organisations across North America. The mean age was 42.4 years for the males and 42.8 for the females. In addition to administering the *EQ-i*TM to assess EI, each individual's leadership ability was rated by an average of seven to eight co-workers using BenchmarksTM. BenchmarksTM is a 360 degree multi-rater developed by CCL, consisting of 16 major components designed to rate "successful leadership" and five components designed to rate "derailment" which is the potential for very poor leadership. The ratings were combined and averaged to create an overall mean rating for each participant. Based on a discriminant function analysis that was used to examine the impact of EI on leadership, it was found that the overall correlation was .74 meaning that at least 55% of successful leadership is based on emotional intelligence. According to this model, the EI factors that have the strongest impact of leadership are empathy, interpersonal relationship, social responsibility, stress tolerance and problem solving. It is interesting to note that the first three and strongest factors are those which are often referred to as "people skills" followed by the ability to manage emotions and solve problems.

In the fourth and last study presented here, Slaski and Cartwright [2002] studied the relationship between *EQ-i*TM scores and several different aspects of leadership among 224 middle managers at TESCO, which is a large British retail organisation. Managerial performance was rated using the organisation's competency framework, which included 16 factors thought to be critical for success such as the ability to set objectives, plan, organise and make decisions. The researchers also collected data on general physical and psychological health as well as subjective measures of stress. In addition to revealing a significantly high correlation between EI and overall managerial performance, it was found that the more emotionally intelligent managers experience significantly less stress, are healthier and enjoy their work more when compared with less emotionally intelligent managers.

3. The impact of EI on organisational productivity

In a ground-breaking study conducted by Langhorn [2003] at Whitbread in the UK, fascinating findings were revealed indicating a definite relationship between EI and organisational productivity (.47). More specifically, it was found that the emotional intelligence of restaurant managers significantly impacts annual profit growth. Based on this study moreover, the EI factors that are the best predictors of productivity appear to be Emotional Self-Awareness, Interpersonal Relationship, Social Responsibility, Reality Testing and Happiness.

It was also found that restaurants managed by managers with high emotional intelligence showed an annual profit growth of 22% versus an annual average growth of 15% for the same period; this amounted to an annual increase for this particular company of approximately £110 ML. Furthermore, restaurants managed by female managers with high EI exhibited an annual growth of 28% amounting to an increase of £200 ML for the same period. It would be interesting to ponder the annual profit growth for these same restaurants if the employees as well as the managers were able to increase their EI as the result of group training and individual coaching focusing on these specific factors. And what if this was combined with recruiting restaurant managers with above average emotional self-awareness, interpersonal relationship skills, social responsibility, reality testing and happiness? These possibilities are explored in detail in the next section.



Section 3:

Applying Emotional Intelligence in the Workplace

Having explained and reviewed the importance of EI in the workplace, in this section we shift the focus to the HR practitioner and the question of how EI interventions can be located, started and properly managed within an HR system.

1. How to approach the application of EI in order to maximise organisational productivity

There are seven key ways in which an HR professional can introduce EI into the mix of HR activities in a specific organisation. Some of these will be more important than others depending on the business context of that organisation:

Important applications of emotional intelligence in the workplace

- EQ profiling of occupations and star performers
- Recruitment and selection
- Group training and team development
- Individual corporate training
- Succession planning
- 'Pulse-reading' before/after any major organisational changes
- EQ Profile of HR Advocates

EQ profiling of Occupations and Star Performers

The use of an EQ tool lends itself to creating organisational knowledge of what constitutes exceptional people performance. It usually involves conducting EQ assessments both within and outside a target group of managers or individuals. Well structured interventions have this as a starting point (see the case study described in this section). The use of profiling provides a solid empirical basis and robust approach for selection, training and succession planning.

Recruitment and Selection - This involves the use of EI assessment as part of the selection processes employed alongside other assessment tools and methods. The most compelling evidence of the impact of this can be found in the Hanley study quoted earlier in this paper. This is based primarily on EI profiling by comparing the EQ-i results with the EI profile of the organisation's star performers.

Group training and team development - The use of an EI tool as part of not only the design of an intervention of group training or team development but also as the intervention itself. The use of an EI measurement tool encourages self-awareness and provides a very important starting point. If you don't know the starting point, how do you know where you want to reach and what you what to accomplish?

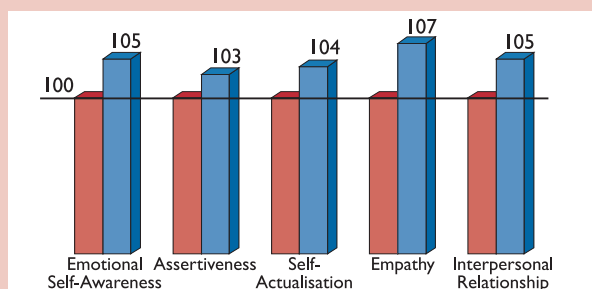
Individual Corporate Coaching - The use of EI measurement within one-to-one coaching. This often appears as "one-to-one" in the literature. It is our experience that most coaching in organisations relies upon personalities (the coach and the individual being coached) rather than hard data. EI interventions create an evidence base for coaching.

Succession Planning - This involves identifying a key group of critical people and designing an EI intervention directly assisting this group to be effective. The case study offered in this section provides an example of how to do this in practice.

"Pulse Reading" before and after any major organisational change - The use of an EI tool to assess a group of people within a function or across the whole organisation. At times of major changes (mergers of departments and companies, acquisitions, radical organisational restructuring), this can provide essential clues as to how to structure the interventions and initiatives that the HR function is tasked with. It also has a developmental focus to identify and assess which components will be most helpful for the organisation to develop.

EQ Profile of HR Advocates - One important aspect of work in the area of emotional intelligence that is often overlooked is the EQ profile of the key advocates of an intervention or organisational change. The EQ profile of HR people who implement these interventions is important to understand; therefore, it is useful to assess your own emotional intelligence as an HR professional before attempting to apply EI in the workplace. For instance, a North American research study produced the interesting constellation of EI strengths listed in Graph 1, which would influence how an HR professional is likely to go about the task of persuading others to embark on an emotional intelligence intervention. These strengths may or may not be the most optimal strengths for a particular context. In our experience, HR Professionals neglect this level of data and self-reflection in the spirit of focusing on the most urgent HR initiative.

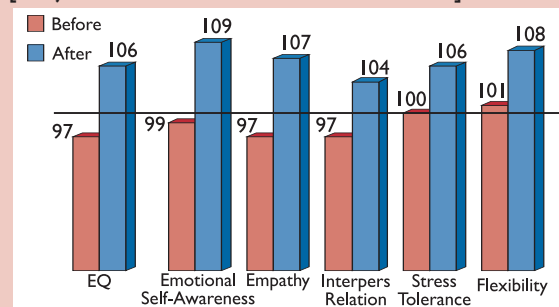
Graph 1
An EQ profile describing HR personnel compared with the local norm
[Bar-On, Unpublished findings: N=469, US and Canada]



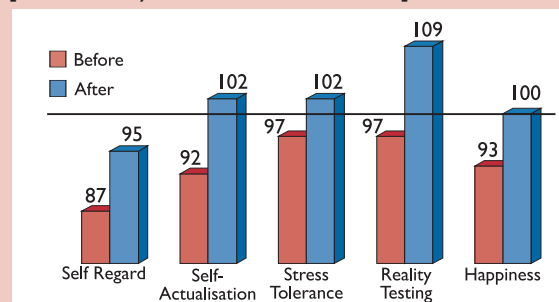
2. Pre- and Post-Intervention EQ assessments

Across Europe, a few practitioners have attempted to collect data showing the impact of EI interventions. Typically, an EI assessment is used as a pre- and post-intervention measure of emotional intelligence alongside other business parameters which can be tracked through the lifespan of an intervention. The following two graphs (Graphs 2 and 3) show the impact on EI from a group training intervention and an individual coaching intervention respectively.

Graph 2
Group training can increase emotionally intelligent Behavior among senior managers
[M. Sjolund, et al, 2001; Skanska; n=29, Sweden]



Graph 3
Individual coaching can increase emotionally intelligent behavior among executives
[G. Bharwaney, 2003; Ei World, n=47, UK]



Graph 2 relates to a leadership intervention in the construction industry. The group training was structured as four one-day workshops. Graph 3 relates to senior professionals who participated in a one-to-one coaching EI intervention within an

organisation providing consultancy services to major corporate clients. The coaching was structured as a 12-hour intervention delivered as six two-hour sessions. The best practice guidelines relating to coaching as a specific EI intervention are listed here. It is desirable to have clear goals for the coaching, pre- and post-intervention assessment of emotional intelligence and other business parameters for example, achievement of revenue targets compared to the previous year, a predefined structure and accountability (so that everyone is aware who is responsible for which aspects of the intervention) and finally involved stakeholders. More detail can be found in Bharwaney [2006, pp 183-197]. Both forms of intervention had measurable impact. We will return to the criteria for successful interventions as part of the case study in Part 3 below.

These datasets reveal that it is indeed possible to increase EI by group training and individual coaching; and it is logical to assume that together with the previously-mentioned findings showing the relationship between EI and organizational productivity, that it is possible to impact organisational productivity through EI interventions.

These findings are supported by a study conducted by Mark Slaski in the UK, which involved research with 224 managers within the Tesco supermarket retail chain. He also trained 60 of these managers and found that it was indeed possible to increase emotional intelligence.

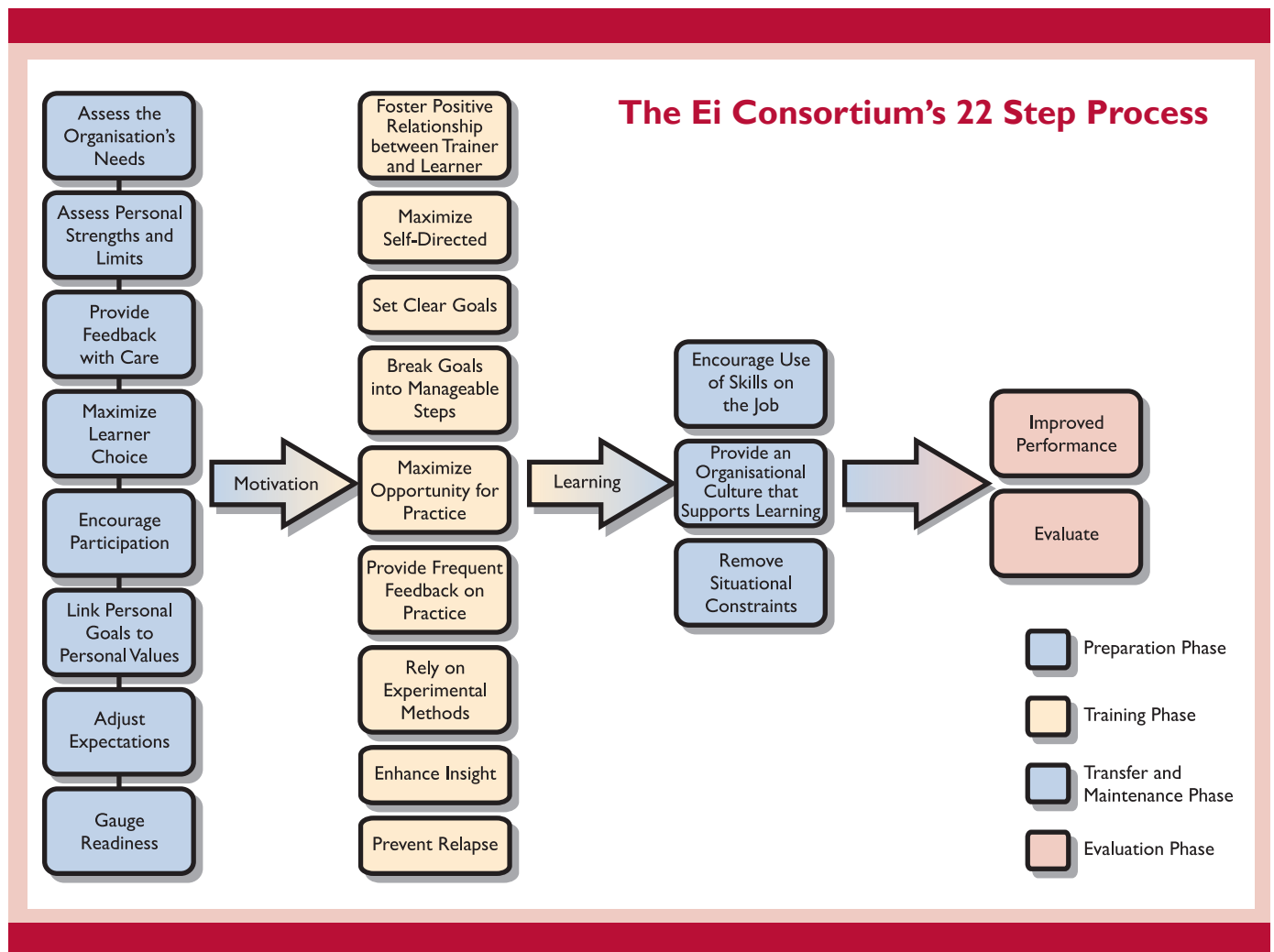
3. A case study demonstrating organisational impact of an EI intervention

This section of the paper seeks to lay out the context in which a specific programme was designed and delivered (the 'business imperative'), the key design features involved, and the programme results that were obtained. There are two objectives underpinning this section. Firstly, we would like to share with you an approach in designing an emotional intelligence intervention, and secondly, to demonstrate the impact of harnessing emotional intelligence in the workplace.

During the two-year period, 2003-2005, Ei World implemented an emotional intelligence senior leadership development programme for a leading financial services provider in the UK, the impact of which had a tangible and measurable impact not only on the personal development of the participants, but equally on the P&L of the organisation.

Business imperative

The EI programme described in this section was designed and delivered for one of the leading financial services organisations in the UK. This American-owned bank, which began business in the UK in the early 1990s, was amongst the top three (defined by market share) leading mono-line banks in the UK, experiencing exponential year on year growth. The bottom-line growth, however, had not been matched by an equivalent investment in leadership development and growth in local leadership, and as the organisation moved past the 'launch' decade into the 'maturing' phase of its evolution, the senior leadership identified that it was no longer appropriate for the majority of the UK senior positions to be held by executives from the American parent bank. There was a realisation that an increased investment focus in leadership development was critical; and with this investment, came a concurrent commitment from the



parent organisation that as senior executive positions became available, they would be taken by local leadership wherever applicable and appropriate. Thirty-five individuals in senior leadership positions were identified to participate in the programme. They all filled the selection criteria of achieving current high performance (as measured through the annual review process) together with senior executive endorsement of their potential to move to the senior executive team within an 18-24 month time period.

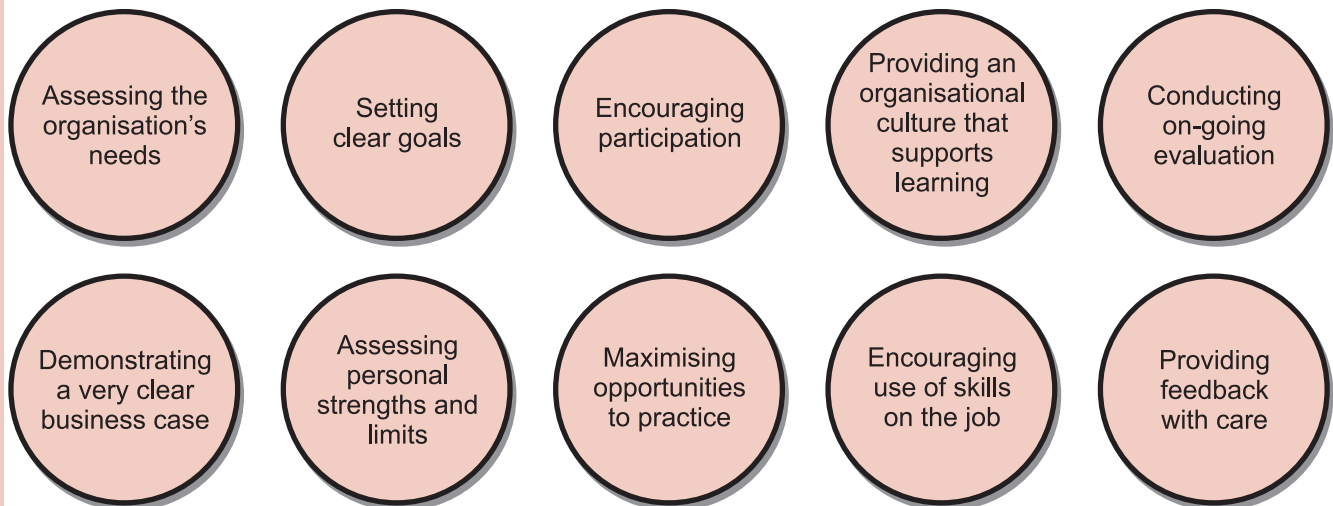
Programme design

In 1998, the Consortium for Research on Emotional Intelligence in Organizations published a report entitled 'Bringing Emotional Intelligence to the

Workplace' in which it, importantly, identified 22 key steps which it called 'The Optimal Process for Developing Emotional Intelligence in Organizations'.

These criteria were further refined and applied by Cannon and Orme and later described in a series of articles published in *Competency & Emotional Intelligence*, one of the first publications on EI geared towards HR professionals. Whilst highly desirable, it is not always possible or practicable to include all 22 steps in programme design. There are ten steps that are, however, in our opinion, critical to building an emotional intelligence intervention with hard-hitting P&L impact; and it is this constellation of ten steps that was used in the design and delivery of this particular senior leadership development programme.

The 10 Key Steps



1. Assessing the organisation's needs

This sounds basic, but as a critical design step, it is often overlooked or neglected with a consequential potential reduction in the overall impact of an EI intervention. It takes time to ensure that the key decision makers and stakeholders in the organisation have a good understanding of emotional intelligence and its potential impact on bottom-line results. As importantly during this assessment stage, it is imperative to identify the particular components of emotional intelligence that make for 'success' in the organization (through the EQ profiling of high performance) and to design the programme with the development of these components as underpinning features. During this phase, it is critical to share with the decision-makers the results of data-driven research, and evidence and how emotional intelligence sits within the organisation's existing leadership culture.

2. Demonstrating a very clear business case

It is important to sell the areas of possible business impact, rather than attempting to sell an emotional intelligence intervention; the latter without the former is hardly a compelling investment choice! The decision-makers need to fully endorse the business case and understand the consequences of non-implementation; indeed, in our experience, the more the programme is seen as 'owned' by the business leaders (rather than purely 'HR owned'), the higher their level of engagement in the programme will be, and the more likely it will be to achieve (and indeed exceed) the stated business imperatives. Participation in the particular programme described here was positioned as a privilege and a responsibility, not an entitlement, and as the only route to be considered for the senior executive succession plan. This bold stance was a key feature of the success of this particular intervention as it set the tone for both the deliverables of the programme and the likely return on investment to the business from the various learning activities included within the intervention (for example, the documenting of the 'stakeholder results').

3. Assessing personal strengths and limits

Underpinning this critical design step is confidentiality. It is critically important that all participants, and senior sponsors, understand and buy into the commitment of care associated with protecting personal data. No personal information should be shared unless the participant him or herself chooses to do so. We assessed personal strengths and limits in a number of different ways. We started with providing a detailed understanding of emotional intelligence and a personal assessment of emotional intelligence using the BarOn EQ-i™. We implemented an initial EQ-i™ assessment prior to the programme launch which included a one-on-one feedback session, a detailed individual report, coaching notes, and an outline development plan. We built a 360-degree element into the programme through peer and manager feedback. The individual EQ-i™ assessments and the collective group profiles were used to shape the specific programme content. A very specific link was developed between identified development opportunities, organisational need and programme design.

4. Providing feedback with care

We incorporated this design feature in a number of different ways, all underpinned by a high empathy learning environment. We provided access to executive coaches outside of planned sessions (i.e. people had time to reflect on feedback, and respond in their own time). Participants were encouraged to share with their 'buddy' (a learning partner from within the participating group) but were not obliged to do so. Likewise, we incorporated a senior mentor relationship into the programme, and participants were encouraged to share their personal assessments but were not obliged to do so.

5. Encouraging participation

At its most fundamental level, participation was encouraged through the strong reward mechanisms built into the programme - successful completion of the programme opened the door to

opportunities on the senior executive team. In addition, the six-month programme was designed to ensure that all learning styles were catered for one-on-one coaching, mentoring, workshops on critical leadership skills and knowledge, buddies to support learning, a resource library and delivery of business critical initiatives. The participant's ability to influence the design and content of workshops was important; and lastly, the endorsement of the programme from the senior leadership team was absolute.

6. Setting clear goals

The programme was also underpinned by transparency at all stages, and the anticipated outcomes were explicitly articulated at the time of programme launch. The programme goals were incorporated into individual annual goals, ensuring that the participants were held accountable for both the results and the financial investment. Delivery of challenging business-critical initiatives by individuals and the group was an important programme component.

7. Maximising opportunities to practice

The programme was designed around workshops with clear and specific actions for implementation between workshops. Business critical initiatives were included, and the workshops reinforced previous learning. Each workshop had a series of team-based actions that each manager was encouraged to implement. There were also self-paced materials to continue the learning process beyond the training room.

8. Encouraging use of skills on the job

The majority of programme participants were accountable for significantly people-intensive divisions, with typically 100-150 people in each of their respective business areas. The opportunity for leadership 'practice' was therefore significant. The participants were encouraged to learn how to lead in an emotionally and socially intelligent manner (thus improving the working environment for their

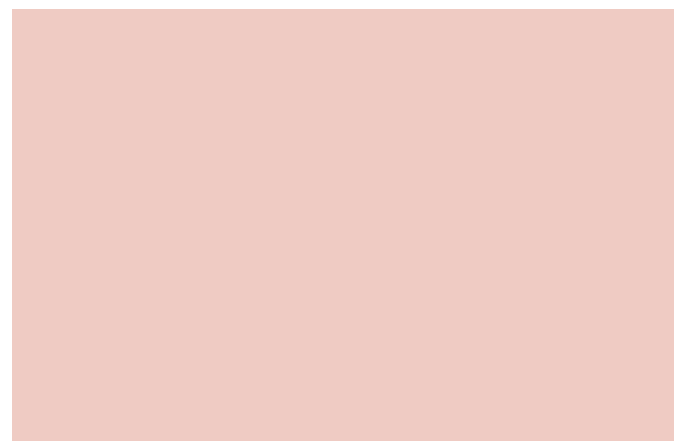
people) and providing specific feedback in the workshops on what worked well and what did not. The participants became involved in future education and leadership development programmes for their people they were in charge of.

9. Providing an organisational culture that supports learning

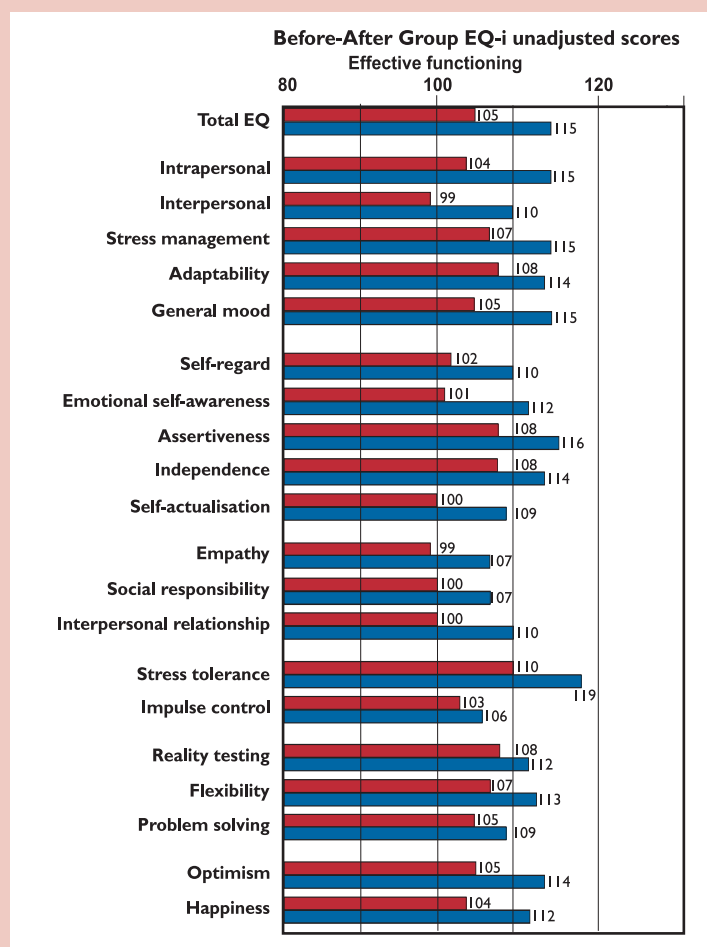
In addition to ensuring that all learning styles were accommodated, it was important that the programme sponsor kept the programme high on the organisational agenda, and that the participants felt supported throughout the programme. This is often most challenged at times of conflicting business priorities (where a business need arises on the day of a workshop) and at these times the role of a senior HR advocate is important within an EI intervention to ensure that diary conflicts are negotiated and that the individual manager is able to participate as they had originally planned to do. Sometimes this involves direct intervention on the part of the HR advocate or senior sponsor.

10. Conducting on-going evaluation

Our programme had three different cohorts and feedback, and learnings from the first cohort were built into the second and third programmes. We evaluated the programme in a number of different ways, which was through stakeholder results, through participant and sponsor feedback, and through the 'before' and 'after' individual and group profiles.



Programme - Before/After Profile



The results

The programme had far reaching business impact, and the results were as follows:

- Significant business results were achieved in the two years that spanned the programme, exceeding P&L expectations, in a highly competitive and regulatory-challenged environment.
- Most of the participants (35) experienced improvement in their emotional intelligence; and at group level, there was a statistically significant increase in 20 of the 21 EQ-i scores (see profile).
- Four (4) of the participants moved to the senior leadership team, replacing US executives.
- There was an increased sense of teamship across the business, demonstrated by increased networking and improved interaction in a multi-site environment, with improved shared accountability for business results.

The implementation of the ten steps described above was the result of rigorous work from the outset and a lengthy process of engaging key stakeholders. We encourage you to use these steps as a roadmap for what needs to be addressed in your EI intervention. You may also wish to consult the original 22 criteria for success in applying EI interventions, advocated by the Ei Consortium, and identify which ones are most problematic in your organisational setting. It is probably those ones that you might want to tackle first!

Concluding remarks

The findings presented in this paper clearly demonstrate that the application of emotional intelligence in the workplace increases occupational performance, leadership and organisational productivity. Additionally, we have employed a comprehensive and robust model of emotional intelligence to explain what this construct is, how it is measured, why it is important and how best to apply it in the workplace to maximise organisational productivity. It is our hope that this paper has revealed the bottom-line impact of EI interventions and will encourage more HR professionals to use this approach to recruit, select, train and promote potentially high performers who will drive organisational productivity to higher levels.

EI interventions often serve the function of putting the spotlight on investments in people development and challenging the level of ROI. Whilst these programmes have bottom-line impact, as demonstrated in this paper, they are not for the fainthearted or for HR professionals prepared to settle for the easy option. When practitioners embark on an EI intervention, they are often charting new territory. This usually involves being accountable for 'people competence' and being required to quantify the changes accomplished in more concrete ways than in the past. For professionals who choose to venture into this territory, there are results to be gained for individuals, teams and the organisation as a whole through intelligent and careful planning. Perhaps it is time for the so called 'soft skills' which encompass EI to be considered as both credible and concrete. We can no longer refer to these abilities and skills as 'soft' -- emotional intelligence is tangible, measurable and has a significant impact on the bottom line.

Appendices

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Appendix A: Practitioner's Glossary of Basic Psychometric Terms

Reliability: The reliability of an instrument tells us how consistent and stable it is, and if we can rely on it to give us similar responses to the same items within the same scales over time. Consistency reliability examines the degree of correlation between the individual items on a particular scale; and here a minimum of .70 for sub-scales, .80 for composite scales and .90 for total scores is required. Retest reliability, on the other hand, examines the degree of correlation between responses to the same items made by respondents who complete the same instrument on more than one occasion.

Face validity: Face validity is not 'validity' in the true statistical sense; it is rather an indication of how well the items, scales and test as a whole are understood and appear to be measuring the construct they were designed to measure such as EI. Poor face validity tends to hinder the ability of respondents to accurately, openly and honestly complete the instrument; and poor face validity generally emerges from confusing, out of date or potentially abusive content which needs to be avoided.

Content validity: Like face validity, content validity is also not validity in the statistical sense; it simply tells us something about how well the items, scales and test as a whole cover the construct being assessed such as EI. Content validity is important, because it lays the foundation for establishing an instrument's overall reliability and validity.

Factorial validity: Factorial validity is the degree to which the structure and factorial components of a theory or measure of that theory are statistically confirmed based on a statistical procedure known as factor analysis. This type of validity is important, because it represents a fairly accurate approach to telling us if the concept or measure of the concept we are interested in using is well-defined or not, strong or weak and the extent to which it actually exists in reality.

Construct validity: Construct validity tells us how well a psychometric instrument is assessing what it was designed to assess such as EI. One type of construct validity, referred to as convergent construct validity, reveals the extent to which the instrument being examined is correlating with other EI instruments for example; and validity coefficients of .40 are the minimal requirements. We also need to examine divergent construct validity to demonstrate that it is not measuring something else other than emotional intelligence such as cognitive intelligence or personality for example.

Predictive validity: In addition to demonstrating that a psychometric instrument is able to measure what it was designed to measure, it must also be shown that it is capable of predicting various aspects of human behaviour, performance and effectiveness; and this, in essence, represents the nature of establishing its predictive validity. This type of validity is one of the most important psychometric properties of psychological tests, because it tells us what an instrument is able to predict and how well. The process of establishing predictive validity entails correlating the instrument being validated with some sort of performance rating or known benchmark of performance relevant to a specific and well-defined activity; validity coefficients greater than .40 are required.

Appendix B: Reliability

The EQ-i's consistency and retest reliability based on the US norms

[Bar-On, 1997, 2004; n=3,831, 40 (after 3 months)]

Scales	Consistency Reliability	Retest Reliability
EQ	.97	.79
Intrapersonal	.94	.82
Interpersonal	.87	.59
Stress Management	.86	.71
Adaptability	.89	.75
General Mood	.88	.70

The EQ-i's consistency reliability and standard error of measurement based on the UK norms

[MHS Staff, 2006; n=2,236]

Scales	Consistency Reliability	Standard Error of Measurement
EQ	.96	9.20
Intrapersonal	.94	5.31
Interpersonal	.89	3.45
Stress Management	.83	3.73
Adaptability	.88	4.22
General Mood	.89	3.06

Note: The research findings summarised in Appendix B indicate that the EQ-i™ possesses good reliability well exceeding the recommended levels for reliability coefficients (see Appendix A). These findings reveal that it is very consistent and stable, based on studies conducted on over 6,000 adults in Britain, Canada and the United States over the past decade. This means that it is a reliable EI instrument and can be used with confidence.

Appendix C: Construct Validity

The EQ-i's construct validity based on 14 studies (n=2,667)

[Bar-On, 2004]

External Measures	Validity Coefficient
EI Questionnaire	+.63 (k=1, n=59)
EI Scale	+.68 (k=1, n=103)
Trait Meta Mood Scale	+.58 (k=1, n=80)
20-Item Toronto Alexithymia Scale	-.72 (k=1, n=734)
Structured Interview for Alexithymia	-.44 (k=1, n=250)
EQ - 360	+.69 (k=1, n=185)
Mayer-Salovey-Caruso EI Test	+.31 (k=8, n=1,258)

Note: The research findings summarised in Appendix C suggest that the EQ-i™ possesses good construct validity. Based on 14 studies conducted on nearly 3,000 individuals who completed both the EQ-i™ and at least one of seven different EI measures, the overall construct validity coefficient is .58. This well exceeds the recommended levels for construct validity coefficients (see Appendix A). These results mean that the EQ-i™ is assessing what these other EI instruments are assessing, which are various aspects of emotional intelligence. It can be concluded, with confidence, that the EQ-i™ is measuring what it was designed to measure.

Appendix D: Predictive Validity

The EQ-i's predictive validity based on 25 studies (n=23,049)

[Bar-On, 2004; 2007a, 2007b]

Type of Performance/Behaviour	Validity Coefficient
Physical Health	.43 (k=3, n= 3,816)
Mental Health	.39 (k=5, n= 874)
Social Interaction	.69 (k=1, n=533)
Academic	.43 (k=4, n=2,346)
Occupational	.55 (k=6, n=3,458)
Giftedness	.50 (k=1, n=212)
Self-Actualisation	.74 (k=4, n=8,239)
Subjective Well-being	.76 (k=1, n=3,571)

Note: The findings summarised in Appendix D reveal that the *EQ-i*TM is able to predict a wide variety of human behaviour and activity based on 25 validity studies conducted on over 23,000 individuals worldwide. An average validity coefficient of .56 indicates that the *EQ-i*TM possess fairly high predictive validity. In addition to demonstrating that this EI instrument is reliable (see Appendix B) and capable of measuring various aspects of emotional intelligence (see Appendix C), these results show that it is able to predict various aspects of individual performance and effectiveness relevant to the workplace. This suggests that the *EQ-i*TM is a viable, comprehensive and robust instrument that can be applied, with confidence, in the organisational setting. Within this setting, it is important to emphasise that the *EQ-i*TM's was shown to significantly predict occupational, managerial and leadership performance as well organisational productivity.

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Contributors' Biographies

Geetu Bharwaney MSc BSc (Hons) Chartered FCIPD Dip. Couns.

Geetu is Founding Director of Ei World Limited. She has specialised in emotional intelligence research, development and evaluation since 1999 and is considered a pioneer in the field of emotional intelligence. She is a member of the Ei Consortium, a leading group of practitioners and academics who research and promote best practices in the field of emotional intelligence development (www.eiconsortium.org).



Her main areas of interest are leadership development, professional effectiveness and coaching high achievers. She has built emotional intelligence interventions and has proven measurable results from her work with leaders and high potential individuals. She leads global interventions that integrate executive coaching, research, program delivery, writing, and keynote speaking on emotional intelligence. She set up Ei (UK) in 1999, now Ei World, reflecting the company's growth internationally from its original UK roots.

Geetu is trained in several emotional intelligence assessment tools, is a qualified trainer of the BarOn EQ-i and EQ-360 tools and has built interventions for increasing emotional intelligence in a variety of contexts including professional services, global companies and educational organisations. She was awarded her masters degree in Psychology & Health (February 2005) with Distinction at City University, London. Her undergraduate degree was in International Business/Modern Languages (IBML) from Aston University (1989). Her main interests are Education, Leadership and Health applications of emotional intelligence. She is a Fellow of the Chartered Institute of Personnel & Development (CIPD) and has been invited to contribute regularly to CIPD forums. She used to tutor the CIPD's Certificate in Training Practice (with 5 modules each focused on a particular aspect of Training work) and she was a Tutor on the Open University's MBA Programme. She wrote the CIPD module on 'Optimising People' (founded on emotional intelligence) within the distance learning programme of CIPD.

She leads projects involving leadership development, emotional intelligence and coaching in a cross cultural context in both the corporate and educational worlds. In the last year, she has focused on interventions based on emotional intelligence for technical experts. A key passion is to equip people to develop the skills and capabilities of working with emotional intelligence in their own arenas of work.

She has assessed the emotional intelligence of some 5500 individuals using the BarOn EQ-i tool for assessing emotional intelligence. She is particularly interested in using emotional intelligence assessments to understand the 'inner leader' and build targeted interventions for increasing emotional intelligence.

Her work has been featured on Radio 4, CNN and Canadian Television. Geetu Bharwaney has authored and published 'Emotionally Intelligent Living' (2001, 2007 Crown House Publishing) and several journal articles which are available for download through the Ei World website (www.eiworld.org). The royalties of her 2001 (reprinted 2007) book 'Emotionally Intelligent Living' were pledged to fund educational, health and voluntary sector initiatives.

Geetu's present work involves measuring EQ, researching the characteristics of 'star' leadership performance, and providing focused and targeted EQ development.

She holds level B qualification in the use of psychometric tests and has qualified people in both the EQ-i and EQ-360 measures of emotional intelligence. She is also accredited in MSCEIT, the ability test of emotional intelligence.

Her presentation style is focused, effective and compelling. She is interested in emotional intelligence as a peak performance skill which combined with sound business acumen helps high achievers to be effective in business.

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Reuven Bar-On, PhD

Personal background:

Reuven Bar-On was born in California in 1944 and currently resides in Texas since 2002. He is married, the father of three and grandfather of six. In addition to the United States, he has lived in Canada, Italy and South Africa as well as in Israel where he has resided most of his life. He holds American and Israeli citizenship and is fully bilingual in both English and Hebrew. He is a retired Major from the IDF. Email: Reuven@ReuvenBarOn.org.



Academic background and affiliations

After completing his BA and MA in the United States, he continued to study psychology in South Africa at Rhodes University and received his PhD in 1988. While completing his doctoral studies in South Africa, he received an honorary “Igqira” (witch-doctor) from the Xhosa People for clinical work he performed which demonstrated that the cross-cultural gap between western psychology and local traditional practices could be bridged. He is a member of the American Psychological Association and the Israeli Psychological Association as well as a licensed clinical psychologist and clinical supervisor. He currently holds an adjunct faculty appointment in the medical school at the University of Texas Medical Branch as well as an adjunct professorship in the Faculty of Education at the University of Pretoria. Dr. Bar-On is also affiliated with the Collaborative for Academic, Social and Emotional Learning in Chicago and with the Center for Social and Emotional Education in New York. He was accepted into the Consortium for Research on Emotional Intelligence in Organizations, at Rutgers University, as the first non-founding member. Additionally, he is a senior advisor on emotional intelligence to the Best Practice Institute in the US. For his contribution to the field of emotional intelligence, Dr. Bar-On was accepted as a Fellow in the Royal Academy of the Arts in the UK.

Professional expertise and experience

In addition to his work in the field of clinical psychology from 1972, Dr. Bar-On has been involved in researching, defining and applying emotional intelligence since 1980 and is acknowledged as one of the leading researchers and practitioners in this field. The “Bar-On model of emotional intelligence” is described as one of three leading approaches to this construct in the Encyclopedia of Applied Psychology. He coined the term “EQ” (“Emotional Quotient”) in 1985 to describe his approach to assessing emotional and social competence. He created the Bar-On Emotional Quotient Inventory (the EQ-i), which is the first test of emotional intelligence to be published by a psychological test publisher and peer-reviewed in the Buros Mental Measurement Yearbook. The EQ-i has been translated into more than 30 languages and passed the one million mark worldwide, within five years after it was published, making it the most popularly-used measure of emotional intelligence. Together with Dr. James Parker, he published the Bar-On EQ-i:YV which is the first commercially available test designed to assess emotionally and socially intelligent behavior in children and adolescents; in addition to being favorably reviewed in the Buros Mental Measurement Yearbook, it has been selected by psychometricians at the University of Oxford as the emotional intelligence test of choice for children and recommended for use in schools in the UK. Together with Dr. Richard Handley, he published the Bar-On EQ-360 and the Bar-On EQ-interview. Together with Dr. Parker, he also co-edited the Handbook of Emotional Intelligence, in 2000, which is one of the first textbooks on this topic to be published. Together with Doctors Kobus Maree and Maurice Elias, he co-edited an additional book in this area in 2007 titled Educating People to Be Emotionally Intelligent. Based on a training manual he wrote with Dr. Handley, Optimizing People, he co-developed the first web-based training program designed to improve emotional intelligence competencies and skills.

Dr. Bar-On has been involved in numerous projects related to the study and application of emotional intelligence for nearly three decades. An example includes a three-year study in the Israeli Defense Forces that

empirically demonstrated the impact of emotional intelligence on performance and its ability to predict command leadership. He has also analyzed the findings of an extensive research project conducted by Dr. Marian Ruderman at the Center for Creative Leadership in the US, which confirms the ability of emotional and social intelligence to predict successful corporate leaders. He has also been involved in a 25-year longitudinal study of 23,000 youth to determine the inter-relationship between emotional and social intelligence and biomedical, cognitive, developmental and educational factors; this study, which is being conducted by Human Resources and Skills Development Canada, represents the first longitudinal study of emotional intelligence and is expected to shed light on how this construct develops, what affects it and what is affected by it. More recently, he has been invited to join researchers at the University of Pretoria in collaboration with a research team in the Pediatric Department at the Yale School of Medicine, who are investigating the impact of emotional and social intelligence on resiliency among children of AIDS patients in Africa. He has also been involved in research projects examining the neurological substrate of emotional and social intelligence as well as its impact on physical and psychological disorders. Together with colleagues at the University of Iowa College of Medicine, he published the first peer-reviewed paper on the neurological basis of emotional and social intelligence.

Dr. Bar-On founded Bar-On Consulting and has been doing research-based consultation for public and private organizations worldwide on an ongoing basis. He developed what he refers to as Star Performer Profiling™ which involves creating statistical models that predict high performance and are used in hiring, training and promoting effective and satisfied employees that enhance client satisfaction and overall organizational effectiveness. This process has helped organizations save or make hundreds of millions of dollars worldwide.

This is what Dr. Daniel Goleman (the author of Emotional Intelligence) said about Dr. Bar-On's contribution to emotional intelligence: "Your work is leading the way in moving this field forward."

In addition to his extensive work in the field of emotional intelligence, Dr. Bar-On co-designed a handheld device for NASA that monitors the cognitive and neurological functioning of astronauts aboard space stations which will hopefully be used in extended space travel. He has more recently developed a web-based interactive program designed to evaluate prenatal anxiety and enhance adaptation to pregnancy to help expectant mothers have a less stressful, healthier and more pleasant pregnancy. In collaboration with Dr. Michael Rock in Canada, he is currently developing two additional web-based programs designed to evaluate and enhance moral competence as well as spiritual development. Dr. Bar-On is also collaborating with a London-based global HR/OD consultancy in developing a psychometric instrument designed to detect high risk for "derailment" (the opposite of successful leadership) in senior executives and corporate leaders.

Dr. Bar-On's work has been described in encyclopedias, books and professional journals as well as in numerous newspaper, radio and television interviews around the world. He has 40 publications in the area of emotional and social intelligence alone, and he has delivered more than 25 presentations at professional conferences held in over 10 countries. His work is cited in more than 1,400 peer-reviewed articles as well as in over 500 theses and dissertations. On an ongoing basis, Dr. Bar-On reviews manuscripts related to emotional intelligence for a number of peer-reviewed journals and serves on the editorial boards of four journals.

Affiliations with HR/OR consultancies

Dr. Bar-On is affiliated with EUROUS Global Executive Leadership in San Francisco, Penna Consulting in London and FSL Coaching in Singapore. At these consultancies, he is a senior advisor on the application of emotional intelligence and other closely associated concepts. He also collaborates with them in providing HR/OD consultation to clients worldwide. Additionally, Dr. Bar-On is a member of the Global Mastermind Group which is a think-tank for advancing leadership and team development.

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Dr. Reuven Bar-On's Publications

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Adèle MacKinlay Profile

Adèle MacKinlay is Director of Staff and Student Services at Aston University, responsible for the welfare of staff and students, through the direct leadership of Human Resources, Staff Development, Equality & Diversity, Student Support, Residences, Sport and Recreation, Health & Safety, Security, Campus Services, Chaplaincy and the primary liaison between the University and the Students' Guild. Adèle is also the University's Secretary-Registrar.



Prior to joining Aston University in 2009, Adèle's career was spent primarily in the Financial Services sector. She worked in a number of senior executive positions for well over a decade, both operational and administrative, and also spent a number of years providing executive coaching to individuals and teams in both the public and private sectors.

About Ei World Limited

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EQ and the Bottom Line

An important contribution to the field of Emotional Intelligence - a summary for practitioners of how Emotional Intelligence impacts the bottom line.

Written by three experts in the field, this is intended to fill a gap in the literature.

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